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ABSTRACT

This paper examines the reading scores at Cleveland City elementary and secondary schools in 1985-86 to determine whether parity of black and white students' academic achievement had been achieved. Parity is accomplished when the proportion of black students achieving at or above the 33rd percentile on a reading comprehension test is substantially the same as for white students. In addition, the paper applies the parity concept to each school to determine net reading comprehension achievement results on a school-by-school basis; thus, the concept is shown to be useful as a management application tool. The latter application is accomplished by analyzing only those students who, from the beginning to the end of the school year, moved across the reading comprehension cut score of 33rd percentile, either in a positive or negative direction. Results of these analyses are summarized in statistical tables, many of which are included within an appendix which constitutes the greater part of the document. (KH)

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# SOME MANAGEMENT USES OF THE PARITY CONCEPT AND DEFINITION

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March 6, 1987

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SOME MANAGEMENT USES OF THE PARITY CONCEPT AND DEFINITION

S. James Zafirau

The assessment and tracking of student achievement is an important function of a school district. Assessment typically occurs throughout the grade levels and in the basic subject areas, particularly in the English/language and mathematics areas. Reading comprehension is an especially pivotal achievement area, and the Cleveland City School District uses it--as do many other districts--as a central indicator of general student academic achievement.

There are various ways to combine, group, and compare achievement test results. One used by the Cleveland City Schools is to categorize students each year in terms of whether or not they achieved a reading comprehension score of: (a) at or below the 33rd percentile, or (b) above the 33rd percentile (using national norms). It is an important school district goal to increase the proportion of children scoring above the 33rd percentile in reading comprehension, particularly with respect to minority students. When the proportion of black students achieving at or above the 33rd percentile is substantially the same as for white students, parity with respect to reading comprehension will have been achieved. A Parity Study is conducted each year by the school district to determine to what extent parity has been achieved.

Selected additional data analyses using the Parity Study categorization (i.e., into above and below the 33rd percentile groups) have been done to supplement (not duplicate) Parity Study findings, and have been included as part of an annual study of reading discrepancies. An effort has been made in these discrepant reading studies to translate

the parity definition into a management application tool, by correspondingly applying this parity definition to each school to determine net reading comprehension achievement results on a school by school basis. This last point ties directly into the decentralization concept of school based management and accountability.

This application has been accomplished by looking solely at those students who, from the beginning of a school year to the end-of-year, have moved across the reading comprehension cut score of 33rd percentile, in either a positive or negative direction. Those students remaining below the 33rd percentile or remaining above the 33rd percentile (from pretest to posttest) are disregarded in this analysis, because in terms of the parity definition they represent no change. The total number of students in a school moving from above the 33rd percentile to below it (negative change) are compared to the number of students who moved from below the 33rd percentile to above it (a positive change). If the number of students in a school moving across the cut score in a positive direction is greater than the number moving across it in a negative direction, then there is a net gain for the school in terms of the parity categorization. Since the school population is over two-thirds black, it is not possible to make significant net school gains without primary gains among black students.

The proportion of the total number of students who have moved across the parity cut score (33rd percentile) in positive and negative directions is broken down: (a) school by school, and (b) by building type, in Table 15 and Appendix A of the Discrepant Reading Studies of 1984-1985 and 1985-1986. These results are summarized further in the attached tables.

These attached tables clearly identify and rank order each school which has distinguished itself positively or negatively as follows:

- Positively. Of those total students in each school moving across the 33rd percentile cut score, over 60% did so in a positive direction (below to above).
- Negatively. Of those total students in each school moving across the 33rd percentile cut score. over 60% did so in a negative direction (above to below).
- Those students who did not move across the cut score are not included in this analysis.

A summary of 1986 Discrepant Reading Study Appendix A and related findings is as follows:

1. For 1985-1986 it was found that 50.7% of the students moved across the 33rd percentile cut score in a positive direction, in contrast to 49.3% moving in a negative direction across the cut score.
2. The proportion of those students moving from below to above the 33rd percentile in contrast to the proportion moving from above to below decreased as students moved up through the building levels, with magnet schools having the least favorable outcome in this regard.
3. The percent moving from below to above and above to below for elementary, junior high, senior high, and magnet schools was 53.1%, 49.3%, 46.6%, and 41.7% (below to above 33rd percentile), vs. 46.9%, 50.7%, 53.4% and 58.3% (above to below 33rd percentile), respectively.
4. Of the district's one-hundred and twenty-seven (127) schools meeting the criterion (i.e., having more than five students moving either way across the cut score), twenty-seven (27) had more than sixty percent of all such transition students moving from below to above the cut score, a net positive result. These included twenty-three (23) elementary schools, two (2) junior high schools, two (2) senior high schools, and no (0) special (magnet) schools. Two elementary schools (Bolton and Mary M. Bethune) and one senior high school (Collinwood) achieved this positive result in both 1984-1985 and 1985-1986 school years.

5. Twenty-three (23) other schools had over sixty percent of all such transition students moving in a negative direction, from above the cut score to below the cut score. These included fourteen (14) elementary schools, three (3) junior high schools, and three (3) senior high schools, and three (3) special (magnet) schools. Two elementary schools (Joseph F. Landis and Robinson G. Jones), three junior high schools (Willson, Whitney Young, and Franklin D. Roosevelt), and one special school (Jane Addams) achieved this net negative result in both the 1984-1985 and 1985-1986 school years.

In using Table 15 and Appendix A of the Discrepant Reading Studies, and in using the information in the attached tables, it is important to keep in mind several issues:

1. Reading comprehension outcomes displayed in this manner are but one type of information to be used in evaluating overall instructional effectiveness at the building level.

2. For deliberate or circumstantial reasons, test administration may not be comparable from building to building, from year to year, or from classroom to classroom.

3. Consider human nature and the temptation of a professional to "influence" test results in proportion to the personal/professional consequences of such results.

4. Consider also the ripple effect with respect to erroneous or "adjusted" pretest (last year's posttest) results on this year's measured performance. An artificially inflated classroom set of pretest scores, for example, would consequently deflate the measured gains for the following year with respect to these same students. Examination of class by class test scores over recent years suggests some legitimate concern in this area.

5. A high absentee rate during a school's testing would in all likelihood have the effect of inflating that school's average test result, since the direct and positive relationship between academic achievement and attendance has been established.

6. Where the total number of students crossing the cut score (of the 33rd percentile) is unusually low compared to the total number of test scores for that school, a lesser emphasis on the Appendix A outcome is probably in order.

7. Take into consideration any atypical student body characteristics of a school. For example, a school which is primarily a major works school has a built in likelihood of having more students going across the cut score in a negative direction than in a positive direction.

8. Although simple to understand and to use, it is important to remember that reading test data which is displayed using the Parity Study based two-celled categorization will, at times, yield results that are markedly disparate from results derived using the full NCE interval (1-99) scale which is available for use with all standard contemporary, nationally normed and recognized reading achievement tests. This disparity possibility is made a reality when a one-hundred interval point scale is collapsed into two categories, a process which throws away a great deal of information and precision in the interest of simplicity and "streamlining" the analytic model (for reasons more fully explained elsewhere).

TABLE 1

Elementary Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Below to Above | | | | | | | | |
| Douglas MacArthur | 130 | K1-3 | 41.7 (5) | 58.3 (7) | 81.8 (9) | 18.2 (2) | +15.75 (63) | 70.7 (63) |
| East Madison | 156 | K1-6 | 41.4 (29) | 58.6 (41) | 79.4 (54) | 20.6 (14) | +2.67 (264) | 53.5 (264) |
| Stephen E. Howe | 525 | K4-6 | 44.8 (35) | 55.1 (43) | 78.7 (59) | 21.3 (16) | +5.38 (300) | 53.5 (300) |
| Case | 068 | K1-6 | 44.0 (40) | 56.0 (51) | 77.1 (81) | 22.9 (24) | +3.70 (462) | 57.4 (462) |
| Emile B. deSauze | 165 | K4-6 | 58.8 (10) | 41.2 (7) | 76.9 (20) | 23.1 (6) | +.35 (103) | 55.6 (103) |
| Brooklawn | 058 | K1-6 | 56.5 (35) | 43.5 (27) | 76.6 (59) | 23.4 (18) | +12.59 (372) | 63.3 (372) |
| Kentucky | 301 | K4-6 | 48.6 (36) | 51.4 (38) | 74.4 (61) | 25.6 (21) | +2.09 (305) | 49.4 (305) |
| Henry W. Longfellow | 252 | K1-6 | 53.6 (37) | 46.4 (32) | 74.4 (58) | 25.6 (20) | +5.44 (314) | 54.4 (314) |
| William C. Bryant | 622 | K1-3 | 45.3 (24) | 54.7 (29) | 74.4 (29) | 25.6 (10) | +2.66 (190) | 58.4 (190) |
| Gordon | 224 | K4-6 | 51.8 (58) | 48.2 (54) | 72.6 (90) | 27.4 (34) | +2.38 (605) | 55.9 (605) |
| Walton | 560 | K4-6 | 53.8 (49) | 46.2 (42) | 70.5 (79) | 29.5 (33) | +5.00 (423) | 52.7 (423) |
| Artemus Ward | 023 | K4-6 | 34.7 (17) | 65.3 (32) | 69.0 (40) | 31.0 (18) | +6.85 (206) | 56.4 (206) |
| Miles | 376 | K1-3 | 58.3 (35) | 41.7 (25) | 68.9 (31) | 31.1 (14) | +2.26 (247) | 56.8 (247) |



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TABLE 1 (Continued)

Elementary Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Above to Below | | | | | | | | |
| Robinson G. Jones | 487 | K1-3 | 25.0 (2) | 75.0 (6) | 22.2 (4) | 77.8 (14) | -5.05 (75) | 60.0 (75) |
| Garfield | 188 | K4-6 | 56.8 (25) | 43.2 (19) | 25.9 (14) | 74.1 (40) | -7.38 (204) | 47.3 (204) |
| Anton Grdina | 021 | K1-3 | 56.8 (46) | 43.2 (35) | 26.5 (31) | 73.5 (86) | -6.08 (386) | 47.7 (386) |
| Giddings | 200 | K1-3 | 44.7 (17) | 55.3 (21) | 28.1 (9) | 71.9 (23) | -4.61 (186) | 54.7 (186) |
| Louis Agassiz | 338 | K1-3 | 41.4 (12) | 58.6 (17) | 30.0 (12) | 70.0 (28) | -5.39 (192) | 54.1 (192) |
| Joseph F. Landis | 295 | K1-3 | 34.1 (28) | 65.9 (54) | 31.6 (30) | 68.4 (65) | -4.79 (297) | 49.2 (297) |
| Waverly | 596 | K1-3 | 45.3 (34) | 54.7 (41) | 31.9 (29) | 68.1 (62) | -4.62 (334) | 50.9 (334) |
| East Clark | 148 | K1-3 | 45.9 (17) | 54.1 (20) | 34.6 (9) | 65.4 (17) | +1.39 (129) | 55.0 (129) |
| Lafayette | 308 | K1-6 | 57.1 (44) | 42.9 (33) | 35.1 (33) | 64.9 (61) | -2.24 (493) | 53.9 (493) |
| Buckeye-Woodland | 636 | K1-3 | 53.7 (29) | 46.3 (25) | 36.6 (15) | 63.4 (26) | -.46 (268) | 56.7 (268) |
| Paul Revere | 452 | K4-6 | 40.2 (39) | 59.8 (58) | 37.5 (51) | 62.5 (85) | -2.49 (693) | 51.7 (694) |
| Nathaniel Hawthorne | 412 | K4-6 | 53.8 (21) | 46.2 (18) | 38.7 (24) | 61.3 (38) | -3.32 (306) | 55.9 (306) |
| Gracemont | 225 | K4-6 | 46.3 (25) | 53.7 (29) | 39.4 (28) | 60.6 (43) | -1.83 (362) | 56.2 (362) |
| Miles Standish | 376 | K1-3 | 40.5 (30) | 59.5 (44) | 39.8 (35) | 60.2 (53) | -2.50 (381) | 52.4 (381) |

TABLE 1 (Continued)

Elementary Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Below to Above | | | | | | | | |
| John W. Raper | 294 | K1-3 | 33.9 (19) | 66.1 (37) | 67.9 (38) | 32.1 (18) | +.72 (189) | 52.8 (189) |
| Bolton | 041 | K1-3 | 64.7 (33) | 35.3 (18) | 65.2 (45) | 34.8 (24) | +3.67 (259) | 53.4 (259) |
| Adlai Stephenson | 004 | K1-6 | 51.4 (19) | 48.6 (18) | 65.2 (30) | 34.8 (16) | +.94 (237) | 58.1 (237) |
| Watterson-Lake | 592 | K4-6 | 50.9 (81) | 49.1 (78) | 65.0 (106) | 35.0 (57) | +2.15 (582) | 51.0 (582) |
| Clark | 088 | K1-6 | 45.6 (31) | 54.4 (37) | 64.5 (60) | 35.5 (33) | +.47 (350) | 47.0 (350) |
| Mary M. Bethune | 350 | K4-6 | 64.2 (34) | 35.8 (19) | 64.3 (36) | 35.7 (20) | +1.71 (282) | 55.0 (282) |
| Kenneth W. Clement | 297 | K1-6 | 44.4 (12) | 55.6 (15) | 63.6 (14) | 36.4 (8) | +2.76 (186) | 60.4 (186) |
| Moses Cleaveland | 388 | K1-3 | 37.5 (21) | 62.5 (35) | 62.7 (32) | 37.3 (19) | +2.26 (260) | 56.0 (260) |
| Riverside | 485 | K1-3 | 44.4 (8) | 55.6 (10) | 61.5 (8) | 38.5 (5) | -1.59 (133) | 62.4 (133) |
| Scranton | 500 | K1-3 | 42.3 (22) | 57.7 (30) | 60.7 (34) | 39.3 (22) | +4.12 (243) | 58.6 (243) |

TABLE 2

Junior High Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| **More Below to Above** | | | | | | | | |
| Robert H. Jamison | 482 | 7-9 | 56.5 (48) | 43.5 (37) | 65.8 (52) | 34.2 (27) | +1.96 (261) | 47.4 (261) |
| Audubon | 024 | 7-9 | 59.3 (102) | 40.7 (70) | 64.3 (99) | 35.7 (55) | +2.09 (544) | 52.5 (544) |
| Nathan Hale | 411 | 7-9 | 39.0 (67) | 61.0 (105) | 63.6 (84) | 36.4 (48) | +2.19 (477) | 49.2 (477) |
| **More Above to Below** | | | | | | | | |
| Whitney M. Young | 615 | 7-9 | 33.3 (8) | 66.7 (16) | 25.0 (5) | 75.0 (15) | -2.45 (554) | 64.3 (554) |
| Martin Luther King | 355 | 7-9 | 67.2 (86) | 32.8 (42) | 31.5 (40) | 68.5 (87) | -2.99 (430) | 44.7 (430) |
| Alexander Hamilton | 009 | 7-9 | 43.0 (46) | 57.0 (61) | 33.3 (42) | 66.7 (84) | -3.23 (413) | 42.7 (413) |
| F. D. Roosevelt | 172 | 7-9 | 39.6 (40) | 60.4 (61) | 34.8 (31) | 65.2 (58) | -1.95 (317) | 43.6 (317) |
| Willson | 624 | 7-9 | 35.7 (20) | 64.3 (36) | 36.0 (27) | 64.0 (48) | -2.79 (237) | 43.7 (237) |

TABLE 3

Senior High Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Below to Above | | | | | | | | |
| Collinwood | 096 | 9-12 | 66.2 (137) | 33.8 (70) | 66.8 (141) | 33.2 (70) | +3.83 (808) | 56.7 (808) |
| John Hay | 284 | 10-12 | 58.3 (67) | 41.7 (48) | 62.6 (77) | 37.4 (46) | +1.69 (463) | 45.6 (463) |
| More Above to Below | | | | | | | | |
| South | 512 | 9-12 | 42.8 (65) | 57.2 (87) | 30.4 (48) | 69.8 (111) | -3.47 (605) | 42.3 (605) |
| East High | 144 | 10-12 | 41.6 (47) | 58.4 (66) | 33.0 (36) | 67.0 (73) | -3.26 (419) | 41.4 (419) |
| Lincoln-West | 330 | 10-12 | 47.5 (75) | 52.5 (83) | 35.4 (58) | 64.6 (106) | -1.96 (592) | 42.3 (592) |

TABLE 4

Magnet Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| **More Below to Above** | | | | | | | | |
| None in 1985-1986 | | | | | | | | |
| **More Above to Below** | | | | | | | | |
| Jane Addams | 275 | 11-12 | 39.8 (35) | 60.2 (53) | 31.6 (31) | 68.4 (67) | -1.85 (405) | 42.7 (405) |
| Max S. Hayes | 349 | 11-12 | 46.7 (14) | 53.3 (16) | 33.3 (12) | 66.7 (24) | -1.83 (126) | 37.0 (126) |
| Aviation | 026 | 10-12 | 55.0 (33) | 45.0 (27) | 34.7 (25) | 65.3 (47) | -2.78 (236) | 42.0 (236) |

ATTACHMENTS

Table 15

Percent (and Number*) of 1985-1986 Cleveland Public Schools by Building Type, Categorized by the Percent of the Total Transition Students** in the School Who Moved Across the 33rd Percentile Cut Score in a Positive Direction

| School Building Categorization Based on the Percent of the Transition** Students in the School Who Moved Positively Across the Cut Score (33rd Percentile) | Percent of Schools (with Number of Schools) | | | |
|---|---|---|---|---|
| | Elementary | Junior High | Senior High | Special Schools |
| 80 - 84.9% | 1.2% (1) | | | |
| 75 - 79.9% | 5.9% (5) | | | |
| 70 - 74.9% | 5.9% (5) | | | |
| 65 - 69.9% | 7.1% (6) | 4.3% (1) | 8.3% (1) | |
| 60 - 64.9% | 8.2% (7) | 8.7% (2) | 8.3% (1) | |
| 55 - 59.9% | 14.1% (12) | 13.1% (3) | | |
| 50 - 54.9% | 22.3% (19) | 30.5% (7) | 25.0% (3) | |
| 45 - 49.9% | 5.9% (5) | 17.4% (4) | | 42.9% (3) |
| 40 - 44.9% | 12.9% (11) | 4.3% (1) | 33.4% (4) | 14.2% (1) |
| 35 - 39.9% | 7.1% (6) | 4.3% (1) | 8.3% (1) | |
| 30 - 34.9% | 4.7% (4) | 13.1% (3) | 16.7% (2) | 42.9% (3) |
| 25 - 29.9% | 3.5% (3) | 4.3% (1) | | |
| 20 - 24.9% | 1.2% (1) | | | |
| Totals 20 - 84.9% | 100.0% (85) | 100.0% (23) | 100.0% (12) | 100.0% (7) |

* Schools having a combined total of less than five students moving across the 33rd percentile cut score in either direction were omitted.

** Transition students are the sum total of all students who, from pretest to posttest, moved from above to below or below to above the 33rd percentile (cut score). All of the remaining students had both pretest and posttest scores either: a) below the 33rd percentile, or b) above the 33rd percentile.

# APPENDIX A

APPENDIX A

Explanatory Notes for the following pages of Appendix A:

- The "+" symbol, not enclosed in parentheses, is placed above a school's name and building number in the following crosstabulation grid network if more than 60% of the school's total transition students moved from below the 33rd percentile on the 1985-1986 pretest to above the 33rd percentile on the posttest. This is a very favorable outcome. Transition students are the sum total of all students who, from pretest to posttest, moved from above to below, or below to above, the 33rd percentile (cut score).

- The "*" symbol, not enclosed in parentheses, is placed above a school's name and building number if more than 60% of the school's total transition students moved from above the 33rd percentile on the 1985-1986 pretest to below the 33rd percentile on the posttest. This is not a very favorable outcome.

- If the "+" or "*" symbols are enclosed in parentheses then the definitions above apply except that such marks pertain to the 1984-1985 school year instead of the 1985-1986 school year.

BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT 01/27/87 PAGE 748
85-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRFSIAPR (CREATION DATE = 01/27/87) 1984-85 PRE&1985-86 POST CTBS READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RDILE BY CSCHLEV
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE 1 OF 1

| PARGROUP | CSCHLEV | | | | |
|---|---|---|---|---|---|
| COUNT / ROW PCT / COL PCT / TOT PCT | PUBLIC E ELEMENTAR 3 | PUBLIC J UNIOR HS 4 | PUBLIC S ENIOR HS 5 | SPECIAL SCHSCINS 6 | ROW TOTAL |
| BELOW TL ABOVE 1 | 3462 | 1257 | 843 | 212 | 5774 |
| | 60.0 | 21.8 | 14.6 | 3.7 | 50.7 |
| | 53.1 | 49.3 | 46.6 | 41.7 | |
| | 30.4 | 11.0 | 7.4 | 1.9 | |
| ABOVE TO BELOW 2 | 3059 | 1294 | 966 | 297 | 5616 |
| | 54.5 | 23.0 | 17.2 | 5.3 | 49.3 |
| | 46.9 | 50.7 | 53.4 | 58.3 | |
| | 26.9 | 11.4 | 8.5 | 2.6 | |
| COLUMN TOTAL | 6521 | 2551 | 1809 | 509 | 11390 |
| | 57.3 | 22.4 | 15.9 | 4.5 | 100.0 |

RAW CHI SQUARE = 45.81694 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
CRAMER'S V = 0.06342
CONTINGENCY COEFFICIENT = 0.06330
LAMBDA (ASYMMETRIC) = 0.04363 WITH PARGROUP DEPENDENT. = 0.0 WITH CSCHLEV DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02337
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.00291 WITH PARGROUP DEPENDENT. = 0.00186 WITH CSCHLEV DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.00227
KENDALL'S TAU B = 0.05790. SIGNIFICANCE = 0.0000
KENDALL'S TAU C = 0.06314. SIGNIFICANCE = 0.0000
GAMMA = 0.10593
SOMERS'S D (ASYMMETRIC) = 0.05308 WITH PARGROUP DEPENDENT. = 0.06316 WITH CSCHLEV DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.05768
ETA = 0.06343 WITH PARGROUP DEPENDENT. = 0.06304 WITH CSCHLEV DEPENDENT.
PEARSON'S R = 0.06310 SIGNIFICANCE = 0.0000

NUMBER OF MISSING OBSERVATIONS = 48460

APPENDIX A (Continued)

* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * * *

PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER

CONTROLLING FOR..

CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY

* * * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-1 --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * \

BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT 01/27/87 PAGE 753
85-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRPSTAPR (CREATION DATE = 01/27/87) 1984-85 PRE&1985-86 POST CTBS READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * * \

E5-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRPSTAPR (CREATION DATE = 01/27/87) 1984-85 PRE&1985-86 POST CTBS READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * \

BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT 01/27/87 PAGE 756
85-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRPSTAPR (CREATION DATE = 01/27/87) 1984-85 PRE&1985-86 POST CTBS READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE 8 OF 9

| | TSCHNO | + | * | +(*) | (*) | | + | *(*) | + | |
|---|---|---|---|---|---|---|---|---|---|---|
| COUNT | | | | | | | | | | |
| ROW PCT | 353 M.C. | 368 MILE | 376 M.ST | 388 M.CL | 396 NOUN | 400 MT.A | 451 P.L. | 485 RIVE | 487 R.G. | 500 SCRA | ROW |
| COL PCT | SELTZERK | S K | ANDISH K | EAVELANK | D K | UBURN K | DUNBAR K | RSIDE K | JONES K | NTON K | TOTAL |
| TOT PCT | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | |
| PARGROUP | | | | | | | | | | | |
| 1 | 51 | 31 | 35 | 32 | 17 | 30 | 27 | 8 | 4 | 34 | 3462 |
| BELOW TO ABOVE 3 | 1.5 | 0.9 | 1.0 | 0.9 | 0.5 | 0.9 | 0.8 | 0.2 | 0.1 | 1.0 | 53.1 |
| | 56.7 | 68.9 | 39.8 | 62.7 | 50.0 | 47.6 | 41.5 | 61.5 | 22.2 | 60.7 | |
| | 0.8 | 0.5 | 0.5 | 0.5 | 0.3 | 0.5 | 0.4 | 0.1 | 0.1 | 0.5 | |
| 2 | 39 | 14 | 53 | 19 | 17 | 33 | 38 | 5 | 14 | 22 | 3059 |
| ABOVE TO BELOW 3 | 1.3 | 0.5 | 1.7 | 0.6 | 0.6 | 1.1 | 1.2 | 0.2 | 0.5 | 0.7 | 46.9 |
| | 43.3 | 31.1 | 60.2 | 37.3 | 50.0 | 52.4 | 58.5 | 38.5 | 77.8 | 39.3 | |
| | 0.6 | 0.2 | 0.8 | 0.3 | 0.3 | 0.5 | 0.6 | 0.1 | 0.2 | 0.3 | |
| COLUMN | 90 | 45 | 88 | 51 | 34 | 63 | 65 | 13 | 18 | 56 | 6521 |
| TOTAL | 1.4 | 0.7 | 1.3 | 0.8 | 0.5 | 1.0 | 1.0 | 0.2 | 0.3 | 0.9 | 100.0 |

(CONTINUED)





APPENDIX A (Continued)

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 3 PUBLIC ELEMENTARY
* * * * * * * * * * * * * * * * * * * \

85-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PAPSTAPR (CREATION DATE = 01/27/87) 1984-85 PRE&1985-86 POST CTBS READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 4 PUBLIC JUNIOR HS
* * * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 4 PUBLIC JUNIOR HS
* * * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 4 PUBLIC JUNIOR HS
* * * * * * * * * * * * * * * * * * * \

85-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRPSTAPR (CREATION DATE = 01/27/87) 1984-85 PRE (1985-86 POST (1985 READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 5 PUBLIC SENIOR HS
* * * * * * * * * * * * * * * * * * * \

* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-T --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 5 PUBLIC SENIOR HS
* * * * * * * * * * * * * * * * * * * \

B5-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRPSTAPR (CREATION DATE = 01/27/87) 1984-85 PRE&1985-86 POST CTBS READING WITH 1985-86 APR

* * * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
PARGROUP TYPE OF PRE TO POST MOVE ACROSS 33RD%ILE BY TSCHNO POST-1 --SCHOOL NUMBER
CONTROLLING FOR..
CSCHLEV VALUE.. 6 SPECIAL SCHS&INST.
* * * * * * * * * * * * * * * * * * * \

TABLE 1

Elementary Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Below to Above | | | | | | | | |
| Douglas MacArthur | 130 | K1-3 | 41.7 (5) | 58.3 (7) | 81.8 (9) | 18.2 (2) | +15.75 (63) | 70.7 (63) |
| East Madison | 156 | K1-6 | 41.4 (29) | 58.6 (41) | 79.4 (54) | 20.6 (14) | +2.67 (264) | 53.5 (264) |
| Stephen E. Howe | 525 | K4-6 | 44.8 (35) | 55.1 (43) | 78.7 (59) | 21.3 (16) | +5.38 (300) | 53.5 (300) |
| Case | 068 | K1-6 | 44.0 (40) | 56.0 (51) | 77.1 (81) | 22.9 (24) | +3.70 (462) | 57.4 (462) |
| Emile B. deSauze | 165 | K4-6 | 58.8 (10) | 41.2 (7) | 76.9 (20) | 23.1 (6) | +.35 (103) | 55.6 (103) |
| Brooklawn | 058 | K1-6 | 56.5 (35) | 43.5 (27) | 76.6 (59) | 23.4 (18) | +12.59 (372) | 63.3 (372) |
| Kentucky | 301 | K4-6 | 48.6 (36) | 51.4 (38) | 74.4 (61) | 25.6 (21) | +2.09 (305) | 49.4 (305) |
| Henry W. Longfellow | 252 | K1-6 | 53.6 (37) | 46.4 (32) | 74.4 (58) | 25.6 (20) | +5.44 (314) | 54.4 (314) |
| William C. Bryant | 622 | K1-3 | 45.3 (24) | 54.7 (29) | 74.4 (29) | 25.6 (10) | +2.66 (190) | 58.4 (190) |
| Gordon | 224 | K4-6 | 51.8 (58) | 48.2 (54) | 72.6 (90) | 27.4 (34) | +2.38 (605) | 55.9 (605) |
| Walton | 560 | K4-6 | 53.8 (49) | 46.2 (42) | 70.5 (79) | 29.5 (33) | +5.00 (423) | 52.7 (423) |
| Artemus Ward | 023 | K4-6 | 34.7 (17) | 65.3 (32) | 69.0 (40) | 31.0 (18) | +6.85 (206) | 56.4 (206) |
| Miles | 376 | K1-3 | 58.3 (35) | 41.7 (25) | 68.9 (31) | 31.1 (14) | +2.26 (247) | 56.8 (247) |

TABLE 1 (Continued)

Elementary Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Above to Below | | | | | | | | |
| Robinson G. Jones | 487 | K1-3 | 25.0 (2) | 75.0 (6) | 22.2 (4) | 77.8 (14) | -5.05 (75) | 60.0 (75) |
| Garfield | 188 | K4-6 | 56.8 (25) | 43.2 (19) | 25.9 (14) | 74.1 (40) | -7.38 (204) | 47.3 (204) |
| Anton Grdina | 021 | K1-3 | 56.8 (46) | 43.2 (35) | 26.5 (31) | 73.5 (86) | -6.08 (386) | 47.7 (386) |
| Giddings | 200 | K1-3 | 44.7 (17) | 55.3 (21) | 28.1 (9) | 71.9 (23) | -4.61 (186) | 54.7 (186) |
| Louis Agassiz | 338 | K1-3 | 41.4 (12) | 58.6 (17) | 30.0 (12) | 70.0 (28) | -5.39 (192) | 54.1 (192) |
| Joseph F. Landis | 295 | K1-3 | 34.1 (28) | 65.9 (54) | 31.6 (30) | 68.4 (65) | -4.79 (297) | 49.2 (297) |
| Waverly | 596 | K1-3 | 45.3 (34) | 54.7 (41) | 31.9 (29) | 68.1 (62) | -4.62 (334) | 50.9 (334) |
| East Clark | 148 | K1-3 | 45.9 (17) | 54.1 (20) | 34.6 (9) | 65.4 (17) | +1.39 (129) | 55.0 (129) |
| Lafayette | 308 | K1-6 | 57.1 (44) | 42.9 (33) | 35.1 (33) | 64.9 (61) | -2.24 (493) | 53.9 (493) |
| Buckeye-Woodland | 636 | K1-3 | 53.7 (29) | 46.3 (25) | 36.6 (15) | 63.4 (26) | -.46 (268) | 56.7 (268) |
| Paul Revere | 452 | K4-6 | 40.2 (39) | 59.8 (58) | 37.5 (51) | 62.5 (85) | -2.49 (693) | 51.7 (694) |
| Nathaniel Hawthorne | 412 | K4-6 | 53.8 (21) | 46.2 (18) | 38.7 (24) | 61.3 (38) | -3.32 (306) | 55.9 (306) |
| Gracemont | 225 | K4-6 | 46.3 (25) | 53.7 (29) | 39.4 (28) | 60.6 (43) | -1.83 (362) | 56.2 (362) |
| Miles Standish | 376 | K1-3 | 40.5 (30) | 59.5 (44) | 39.8 (35) | 60.2 (53) | -2.50 (381) | 52.4 (381) |

TABLE 1 (Continued)

Elementary Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Below to Above | | | | | | | | |
| John W. Raper | 294 | K1-3 | 33.9 (19) | 66.1 (37) | 67.9 (38) | 32.1 (18) | +.72 (189) | 52.8 (189) |
| Bolton | 041 | K1-3 | 64.7 (33) | 35.3 (18) | 65.2 (45) | 34.8 (24) | +3.67 (259) | 53.4 (259) |
| Adlai Stephenson | 004 | K1-6 | 51.4 (19) | 48.6 (18) | 65.2 (30) | 34.8 (16) | +.94 (237) | 58.1 (237) |
| Watterson-Lake | 592 | K4-6 | 50.9 (81) | 49.1 (78) | 65.0 (106) | 35.0 (57) | +2.15 (582) | 51.0 (582) |
| Clark | 088 | K1-6 | 45.6 (31) | 54.4 (37) | 64.5 (60) | 35.5 (33) | +.47 (350) | 47.0 (350) |
| Mary M. Bethune | 350 | K4-6 | 64.2 (34) | 35.8 (19) | 64.3 (36) | 35.7 (20) | +1.71 (282) | 55.0 (282) |
| Kenneth W. Clement | 297 | K1-6 | 44.4 (12) | 55.6 (15) | 63.6 (14) | 36.4 (8) | +2.76 (186) | 60.4 (186) |
| Moses Cleaveland | 388 | K1-3 | 37.5 (21) | 62.5 (35) | 62.7 (32) | 37.3 (19) | +2.26 (260) | 56.0 (260) |
| Riverside | 485 | K1-3 | 44.4 (8) | 55.6 (10) | 61.5 (8) | 38.5 (5) | -1.59 (133) | 62.4 (133) |
| Scranton | 500 | K1-3 | 42.3 (22) | 57.7 (30) | 60.7 (34) | 39.3 (22) | +4.12 (243) | 58.6 (243) |

TABLE 2

Junior High Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| **More Below to Above** | | | | | | | | |
| Robert H. Jamison | 482 | 7-9 | 56.5 (48) | 43.5 (37) | 65.8 (52) | 34.2 (27) | +1.96 (261) | 47.4 (261) |
| Audubon | 024 | 7-9 | 59.3 (102) | 40.7 (70) | 64.3 (99) | 35.7 (55) | +2.09 (544) | 52.5 (544) |
| Nathan Hale | 411 | 7-9 | 39.0 (67) | 61.0 (105) | 63.6 (84) | 36.4 (48) | +2.19 (477) | 49.2 (477) |
| **More Above to Below** | | | | | | | | |
| Whitney M. Young | 615 | 7-9 | 33.3 (8) | 66.7 (16) | 25.0 (5) | 75.0 (15) | -2.45 (554) | 64.3 (554) |
| Martin Luther King | 355 | 7-9 | 67.2 (86) | 32.8 (42) | 31.5 (40) | 68.5 (87) | -2.99 (430) | 44.7 (430) |
| Alexander Hamilton | 009 | 7-9 | 43.0 (46) | 57.0 (61) | 33.3 (42) | 66.7 (84) | -3.23 (413) | 42.7 (413) |
| F. D. Roosevelt | 172 | 7-9 | 39.6 (40) | 60.4 (61) | 34.8 (31) | 65.2 (58) | -1.95 (317) | 43.6 (317) |
| Willson | 624 | 7-9 | 35.7 (20) | 64.3 (36) | 36.0 (27) | 64.0 (48) | -2.79 (237) | 43.7 (237) |

TABLE 3

Senior High Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| **More Below to Above** | | | | | | | | |
| Collinwood | 096 | 9-12 | 66.2 (137) | 33.8 (70) | 66.8 (141) | 33.2 (70) | +3.83 (808) | 56.7 (808) |
| John Hay | 284 | 10-12 | 58.3 (67) | 41.7 (48) | 62.6 (77) | 37.4 (46) | +1.69 (463) | 45.6 (463) |
| **More Above to Below** | | | | | | | | |
| South | 512 | 9-12 | 42.8 (65) | 57.2 (87) | 30.4 (48) | 69.8 (111) | -3.47 (605) | 42.3 (605) |
| East High | 144 | 10-12 | 41.6 (47) | 58.4 (66) | 33.0 (36) | 67.0 (73) | -3.26 (419) | 41.4 (419) |
| Lincoln-West | 330 | 10-12 | 47.5 (75) | 52.5 (83) | 35.4 (58) | 64.6 (106) | -1.96 (592) | 42.3 (592) |

TABLE 4

Magnet Schools with More Than Sixty Percent of the Students Moving Across the CTBS Reading Comprehension 33rd Percentile Cut Score in 1985-1986, and Which Students Did So Either: (a) in a Positive Direction (Below to Above), or (b) in a Negative Direction (Above to Below), with the Schools Correspondingly Described and Rank Ordered Below

| School Name | Sch. Code | Grade Level | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1984-1985 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Below to Above | 1985-1986 Percent (#) Moving Across 33rd Percentile Cut Score: Above to Below | 1985-1986 CTBS Reading Comprehension Subtest: Average NCE Change Score (#) | 1985-1986 CTBS Reading Comprehension Subtest: Av. (Matched) Posttest NCE Score (#) |
|---|---|---|---|---|---|---|---|---|
| More Below to Above | | | | | | | | |
| None in 1985-1986 | | | | | | | | |
| More Above to Below | | | | | | | | |
| Jane Addams | 275 | 11-12 | 39.8 (35) | 60.2 (53) | 31.6 (31) | 68.4 (67) | -1.85 (405) | 42.7 (405) |
| Max S. Hayes | 349 | 11-12 | 46.7 (14) | 53.3 (16) | 33.3 (12) | 66.7 (24) | -1.83 (126) | 37.0 (126) |
| Aviation | 026 | 10-12 | 55.0 (33) | 45.0 (27) | 34.7 (25) | 65.3 (47) | -2.78 (236) | 42.0 (236) |



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